Cantonian High School
Ysgol Uwchradd Cantonian
(68718)

UNDER REVIEW - DEADLINE 10 DECEMBER 2026

THE BEST FROM EACH
SUCCESS FOR ALL

Examinations Policy

March 2018
Revised January 2019
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All policies are available on request in large print format or translated into Welsh or community language

This policy was adopted by Governors on 10 December 2020

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The purpose of this Examinations Policy is to ensure:

- The planning and management of exams is conducted efficiently and in the best interest of candidates
- The operation of an efficient exam system, with clear guidelines and responsibilities for all relevant staff
- All exams and external assessment processes are conducted in accordance with national and examining body regulations and specifically the Joint Council for Qualifications ('JCQ') Instructions for Conducting Examinations ('ICE').

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. This policy will be reviewed annually by the Head of Centre, Senior Leadership Team and the Exams Officer.

1. Exam responsibilities

Head of Centre
Has overall responsibility for the school as an exam centre:

- Ensures courses followed at key stage 4 / post-16 are appropriately accredited
- Delegates organisation and conduct of examinations to the Exams Officer
- Approves pupils on registered courses not being entered for the final qualification

Exams Officer
Manages the administration of public and internal exams in accordance with ICE and analysis of exam results by the following tasks:

- Advises the Senior Leadership Team, SALs and relevant leaders of learning on annual exam timetables and application procedures as set by the various exam boards relating to both general and vocational qualifications including BTEC
- Oversees the production and distribution to staff and candidates of an annual calendar for all external exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Forwards to the SALs the JCQ Instructions for the Conduct of Controlled Assessments and Instructions for the Conduct of Coursework annually
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable and regulations that will affect them
- Provides relevant information for the Centre web site
- Consults with teaching staff to ensure they are aware of the deadlines for completion of coursework/controlled assessment and the relevant regulations and procedures
- Maintains systems and processes to support the timely entry of candidates for their exams and controlled assessments and coursework, including registrations for BTEC and ECDL
- Submits estimated entries as completed by the departments to the relevant exam boards
- Receives, checks and stores securely all pre-release material and exam papers and stationary including completed scripts until despatched according to JCQ requirements
- Administers access arrangements including maintaining an accurate record and supporting evidence of all pupils entitled to access arrangements in accordance with the JCQ document Access Arrangements and Reasonable Adjustments
- Makes applications for special consideration in accordance with the JCQ document a guide to the Special Consideration Process
- Arranges the seating of exams in accordance with ICE taking into account access arrangements and any reasonable adjustments, ensuring the accommodation used is appropriate
- Identifies and manages exam timetable clashes including supervision of candidates between exams and overnight supervision if required
- Liaises with outside organisations for the conduct of exams for pupils educated off-site
- Accounts for the income and expenditure relating to exam costs and charges, including the collection of examination fees from external candidates
- Organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams

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Reports all suspicions or actual incidents of malpractice and follows the procedures contained in the JCQ document Suspected Malpractice in Examinations and Assessments – Policies and Procedures
Submits candidates' coursework/controlled assessment/IAA marks as completed by the departments to the relevant exam boards
Arranges for dissemination of exam results and certificates to candidates
With the data manager prepares reports for teaching staff on results day, including downloading relevant reports from examining body website
Forwards, in consultation with the SALs or candidate directly, any appeals/re-mark requests in accordance with the JCQ document Post Results Services
Reviews examination procedures annually and make recommendations for changes (if appropriate)
Facilitates the annual inspection by the JCQ inspector and reports the outcome of the inspection to their line manager

Subject Area Leaders

Liaise with the Exams Officer and inform them of any new qualifications being considered or offered and any changes to specifications
Ensure they and all relevant members of their department are familiar with the relevant assessment framework and objectives for all relevant examinations
Ensure all relevant teaching staff are made aware of the Instructions for the Conduct of Controlled Assessment and Instructions for the Conduct of Coursework annually
Ensure secure storage of controlled assessment material and coursework as required by the JCQ instructions and subject specification
Provide guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries
Ensure that all examination entries and coursework/controlled assessment procedures are administered in a timely and efficient manner by:
Accurate completion of coursework mark sheets and declaration sheets
Accurate completion of entry forms and all other mark sheets
Adherence to deadlines as set by the Exams Officer
Arrange dispatch of coursework and any other material required by the appropriate awarding bodies correctly and on schedule
Store returned coursework until deadline for release
Report any issues regarding coursework e.g. plagiarism to the Exams Officer who will advise what action is required
Advise on appeals and re-marks
Analyse exam performance of subjects taught within their department and review practice as directed by Headteacher.

Teachers

Allow the pupils use of notified access arrangements (as soon as possible after the start of the course) during lessons and assessment including keeping a record for inspection purposes
Submit candidates' names to SALs for entries, amendments, coursework and controlled assessment
Maintain accurate records of pupils' progress enabling accurate prediction of results

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Head of Inclusion

Identifies and tests candidates' requirements for access arrangements and provision of report and Data Protection Notice to enable the Exams Officer to submit on line application for approval of the proposed arrangement in accordance with the JCQ document Access Arrangements and Reasonable Adjustments and the internal WP Policy in Appendix 1

Provides additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

Lead invigilator/invigilators

Manage the conduct of exams in accordance with ICE including but not limited to:

Collecting exam papers and other material from the exams office before the start of the exam

Following any subject-specific instructions given by the Exams Officer

Supervision at all times of exam papers and stationery and completed scripts whilst not in the exams secure storage

Taking an accurate register of all pupils sitting examinations

Supervision of candidates during examinations

Collecting all exam papers in the correct order at the end of the exam and returning them to the exams secure storage

Acting in accordance with the MCS invigilation handbook and any training by the Exams Officer

Candidates

Confirm the accuracy and signing of entries

Understand coursework regulations and sign a declaration that authenticates the coursework/controlled assessment as their own, where applicable

Attend examinations promptly and behave in accordance with the Centre's published expectations and JCQ regulations

Read, understand and comply with all examination regulations and follows instructions from the examinations team including the Exams Officer and staff, invigilators and staff facilitating access arrangements

Comply with the Policy on Pupil Behaviour in Exams – Appendix 2

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the Head of Centre and the SALs. The statutory tests and qualifications offered may include:

GCSE

A levels

Entry Levels

BTEC

SWEET

ECDL

Prince's Trust

BTEC

Other Vocational Qualifications according to the needs of the pupils.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year.

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If there has been a change of syllabus from the previous year, the Exams Officer must be informed by 15th July in any year.

The Centre's Inclusion Policy provides that all pupils have access to the curriculum and secure high levels of achievement. To comply with this:

At key stage 4 - All candidates will be entitled, and enabled, to achieve an entry for qualifications on all courses on which they are registered from an external awarding body.

At post-16 - All candidates will be entitled, and enabled, to achieve an entry for qualifications on all courses on which they are registered from an external awarding body and it is expected that AS modules will be completed during year 12 and A2 modules in year 13.

3. Exam seasons and timetables

3.1 Exam seasons

External exams are scheduled in November, January, May/June by the examination boards. Which exam series is used in the centre is decided by the SALs and the Senior Leadership Team.

Internal exams and assessments are scheduled in accordance with the school calendar and the normal expectation is that each year group will have an internal assessment at least once each year.

All internal exams are held under external exam conditions. Internal examinations may be held at the same time as external examinations but may NOT take place in the same exam rooms as external examinations.

3.2 Timetables

The Exams Officer will publicise to staff and pupils the exam timetables for both external and internal exams once these are confirmed including ensuring copies are available on the school's website, and will issue an individual seating timetable to each candidate for every exam season.

4. Entries, entry details, late entries and retakes

4.1 Entries

Candidates are selected for their exam entries by the SALs. In accordance with the Inclusion Policy referred to above, all candidates will be entered for qualifications on all courses on which they are registered, unless the Exams Officer is notified by the Headteacher.

In order for entries to be made efficiently and in a timely manner, the Exams Officer will send mark sheets for each department's entries based on the specification information provided by the department and the class information on SIMS. The department will:

Check the correct specification has been selected

Check the correct class/es has/have been selected

Check that all the pupils in each class are included on the mark sheet

Check that there are no extra pupils included on the mark sheet

Not just count the number of pupils in the class, but check each name.

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The department will then re-check the second marksheet sent once the exam entries have been made and will again carry out the checks above.

The centre does accept entries from external candidates in accordance with the Private Candidates Policy in Appendix 2.

4.2 Late entries and late fees
Entry deadlines are circulated to SALs via email and announced to all staff in Briefings. Late entries may be made if authorised by a SAL or requested by a pupil and the late fee will be charged in accordance with paragraph 5 of this policy.

4.3 Retakes
The centre will pay for the following entries:

- one entry per candidate per GCSE qualification
- one module per subject at AS/A2 level
- one registration for each BTEC qualification

A candidate may retake any module as many times as they wish (subject to approval by the school and any restrictions in the relevant specification).

4.4 Amendments and changes of tier
Withdrawals and changes of tier will be accepted by the Exams Officer at any time but late fees will be chargeable in accordance with paragraph 5.

5. Exam fees

GCSE, AS, A2 and BTEC initial registration and entry exam fees are paid by the centre.

Fees for late entries and changes of tier requested by departments will be paid from the departmental budgets, any amendments to this will be at the discretion of the Headteacher.

Subject areas will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

Where pupils are absent for examinations without medical evidence they will be charged the entry fee for that examination.

6. Special needs and access arrangements

6.1 Legislation
The Equality Act 2010 and the Disability Discrimination Act 2005 extend the application of the DDA to general and vocational qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special Needs
A candidate's special needs requirements are determined by the SENCo/specialist teacher.

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The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam.

6.3 Access arrangements
Deadlines for submission of access arrangements are generally the same as the entry deadline for each exam season. Teaching staff should make any referrals for assessment for access arrangements to the SENCo in sufficient time to allow the assessment process and application to be submitted before the deadline.

Completing the assessment and supporting documentation is the responsibility of the SENCo and should be completed by the JCQ deadlines in the majority of cases.

Late applications will be made if there is a reason for such a late request.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo. The SENCo will inform individual staff of any access arrangements that individual candidates may be granted during the course and in the exam.

Teachers should ensure that in any assessment contributing to the final grade candidates are given their access arrangement. So far as is possible this arrangement should also be available in lessons. Teachers should record when candidates use their access arrangement so that evidence of their normal way of working is available.

The SENCo and the Exams Officer will collaborate to monitor the use of access arrangements in mock exams, controlled assessments and external exams and will consult parents before any decision to revoke an access arrangement is made.

Rooming and invigilation for access arrangement candidates will be arranged by the Exams Officer in consultation with the SENCo. Support for access arrangement candidates (including those caused by temporary injury – see below) will be organised by the SENCo (delegated to the Learning Support Department).

Applications for emergency applications for access arrangements e.g. due to temporary injury will be made by the Exams Officer but any Form Tutor, subject teacher or Head of Department who is aware of a pupil with any injury should make the Exams Officer aware of this as soon as the need for assistance is known.

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7. Internal Exams

The same responsibilities set out in this policy apply to the internal exams in exactly the same manner as external exams with the addition of requirement in the next paragraph.

Each department will be responsible for producing exam papers which:

- Are suitable for the length of time requested by them for each subject
- Reflect what has been taught to date
- Are in a style of assessment suitable for the final exam in that Key Stage
- For KS3, are a summative assessment of the work in the year to date
- For KS4 and 5, are a summative assessment of the course to date

Are in a format which clearly identifies the subject and the pupils taking the exam i.e. whether for candidates taking a mock paper for the first time or a mock re-sit paper
Are in a format which is clear for the candidates to follow e.g. clearly identifies which questions the candidates should answer, has a proper numbering system.

A specimen paper and details of numbers required shall be given to the reprographics office in accordance with the deadlines set by the reprographics office.

8. Managing invigilators and exam days

8.1 Managing invigilators
External invigilators will supervise exams. They will supervise all internal and external exams organised by the exams team. The recruitment of invigilators is the responsibility of the Headteacher, in consultation with the Exams Officer.

Invigilators are timetabled and briefed by the Exams Officer.

Securing the necessary DBS check for new invigilators is the responsibility of the centre administration and the fees will be paid by the Centre. The Exams Officer will be responsible for ensuring the invigilators are employed in the Centre in compliance with the 3 month DBS validity requirement.

Invigilators' rates of pay are set in accordance with the school's staff pay policy.

Invigilators will undertake invigilator training.

8.2 Exam days
A Block Hall, the Canteen and Girl's Gym will be the main examination venues along with B1.24 and B1.25. Other rooms may be used if circumstances dictate in consultation with the main users of those other rooms.

The Exams Officer will make the question papers, other exam stationery and materials available for the invigilators.

The Exams Officer is responsible for ensuring each exam venue complies with ICE and in particular that each venue has a means of summoning help for the invigilator (such as a dedicated or mobile phone). Fire regulations have been drawn up for each room covering the exit arrangements from exam venues during exams. Evacuation procedures would be carried out in accordance with ICE.

The invigilator for each room will start and run all exams in accordance with ICE and exams office requirements.

A member of the senior leadership team or the pastoral team may be present at the start of the exam to assist with identification of candidates but must not look at the exam papers or communicate with candidates inside the exam room unless requested by the invigilator to do so to resolve a problem. In practical exams subject teachers may be on hand in case of any technical difficulties.

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Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to the departments the day after the relevant scripts have been dispatched.

8.3 Contingency plans in the event of school closure

Even if the school is closed to pupils generally or partially, every effort will be made to ensure external examinations can take place. Pupils should therefore assume any external examinations are taking place unless there is a note to the contrary on the school website.

However please note the following:

- Exams will still take place on the timetabled day and in the timetabled session i.e. am or pm.
- Exam start times may be delayed slightly to ensure staffing arrangements are in accordance with examination regulations – pupils will be supervised by centre staff if necessary
- Exams may need to take place in different rooms from those shown on the timetables
- Pupils should make every effort to attend unless they consider it unsafe to do so
- If pupils are going to arrive late for an exam (defined by the exam regulations as after 10am for a morning exam or 2.30pm for an afternoon exam) they need to make sure they do not have access to any electronic device particularly phone and are supervised by a responsible adult who can confirm that did they not communicate with any other candidate or have access to their phone, internet etc.
- Unless it is the final chance to take that exam it is unlikely we will be able to apply for special consideration if an exam is missed. Pupils will need to take it in the next available session.

In the event that the school is unable to open for exams at all, we will take advice from the relevant examinations board and post that advice on the school website.

9. Malpractice

Misconduct should be reported in the first instance to the Exams Officer who will decide what action to take. The leadership team will be responsible for any internal disciplinary action required and the Exams Officer will deal with any reports to the awarding body in accordance with the JCQ Malpractice document referred to previously.

10. Candidates, exam clashes and special consideration

10.1 Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with ICE.

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Candidates may leave the exam room for a genuine purpose such as a toilet break or if feeling unwell. They must be accompanied at all times. No additional time will be allowed for toilet breaks but will be allowed for genuine medical reasons.

The Exams Officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with ICE.

10.2 Exam clashes

The Exams Officer will identify wherever timetabled exam clashes occur and notify candidates how the exam clash will be resolved. In simple clash situations this may be by timetabling one exam after the other and giving the candidate the timetable in the usual way.

Candidates also have responsibility to review their dated statement of entry and exam timetable. Where they believe their exams will clash with any form of assessment not on the timetable such as a practical exam organised directly by the department they should bring this to the attention of the Exams Officer, who will resolve the clash in accordance with ICE.

If overnight supervision is required, the Exams Officer will be responsible as necessary for liaising with parents, identifying a secure venue and obtaining written verification from supervising parents/carers of the candidate.

On the day of the exam, arrangements will be made to ensure those candidates are adequately supervised, especially between exams.

10.3 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate/parent/carer's responsibility to alert the centre, or the exam invigilator, to that effect. Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body in accordance with the JCQ Special Consideration document referred to previously.

11. Coursework, controlled assessment and appeals against internal assessments

11.1 Coursework and controlled assessment

These are carried out in accordance with the internal coursework and controlled assessment procedure (Appendix 3) and the policy regarding staff responsibilities for GCSE controlled assessment (Appendix 4).

11.2 Appeals

These are governed by the Internal Appeals Policy for External Qualifications (Appendix 5).

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12. On Screen Tests

It is the responsibility of the Exams Officer to:

Ensure any secure data files are loaded to the relevant user area
Ensure the pupils are allocated exam accounts and know the user name and password at the start of the exam
Ensure the pupils have access to the exam accounts only at the specified times
Book the IT room (if it is a scheduled exam)
Arrange invigilation for all sessions

13. Results, enquiries about results (EARs) and access to scripts (ATS)

13.1 Results

The Exams Officer will ensure candidates receive individual results slips on results days to be collected in person at the centre and will arrange staff for this task. Arrangements for the school to be open and the provision of staff to support pupils are made by the relevant Head of Year.

The centre aggregates at the end of year 12 for AS grades.

13.2 EARs and ATS

These will be undertaken by the Exams Officer in accordance with the procedures set out in the JCQ Post Results Services document.

Department staff will be consulted where they are available on results day but in the absence of such staff, any decision will be made by the designated senior staff member.

Fees

If a department wishes to request an Ear or ATS, the expenditure must be approved by the leadership link in writing to the Exams Officer.

14. Certificates

Certificates must be collected and signed for by the relevant candidate. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised in writing to do so and have photographic identification. This applies equally to parents and carers.

Certificates are not withheld from candidates who owe fees.

The centre is only required to hold certificates for a period of 12 months from the date of issue. After that period we reserve the right to destroy any unclaimed certificates by a secure method (for example by shredding or incineration). A record of all certificates destroyed by a centre will be kept for a further period of four years from the date of their destruction.

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15. Policy Review

This policy will be reviewed annually.

Agreed by Headteacher:

Agreed by Chair of Governors:

Date of Issue: Autumn 2020

Date for Review: Autumn 2021

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Appendix 1

Policy for Use of Word Processors in Examinations

Any pupil can use a word processor in their examinations if:

It is their normal way of working at school, and;
They have been assessed by the SENCO as eligible for the use of a word processor and the exams office has been notified of that request.

Normal way of working means the pupil uses the word processor:

In the classroom; or
Working in small groups for reading and/or writing; or
For literacy support lessons; or
For literacy intervention strategies; and/or
In internal school tests and mock examinations.

*The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment for which medical evidence is required. If a pupil has **never** made use of the WP arrangement granted to him/her, then it is **not** his/her normal way of working. **The arrangement should not be awarded for examinations**. (The use of the arrangement will be monitored in internal school tests, controlled assessments and mock examinations.)

Pupils may **not** use their own word processor for exams and they cannot use their own log-in on a school computer which is to be used for exams. The invigilator will always use a specific exams log-in.

Pupils are restricted to using Notepad or Wordpad to type their exam answers. WP will be checked and provided by the IT Technicians. Details for how to set up a document for an exam will always be with the invigilator.

Pupils are responsible for the frequent saving of their work during the exam time. It is also the responsibility of the pupil to ensure that the pages are numbered, that each page has the centre number, candidate number and unit/component code as either a header or footer. Failure to do so may mean a pupil is awarded zero marks for that unit as the exam board will not be able to identify the work.

The invigilator will always have an exams memory stick should there be any problems with printing the completed scripts. **A pupil's own memory stick must never be used.**

The pupil must be present when their answers are printed to confirm the script is complete. If the script cannot be printed in the exam room the pupil will be escorted to the exams office and must wait until their script has been printed and they have confirmed it is complete.

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Every effort is made to ensure that pupils cannot access spell check, their own drive and the internet during exams. However, if any pupil is found trying to get around these settings this will be interpreted by the school as malpractice and will be reported to the Awarding Body. Any pupil who causes damage to the computer or changes settings other than those mentioned e.g. changing screen saver, will receive internal sanctions.

Whilst the centre will do everything possible to ensure the hardware is fit for purpose parents/carers and pupils have to understand that use of IT in an exam carries a certain risk and that by use of the WP in an assessment they are happy to accept that risk.

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Appendix 2

Policy on Pupil Behaviour in Exams

Aim

To create and maintain an examination environment where pupils can concentrate on their exam without suffering disruptions from within the exam room. Pupils will be subject to firm effective discipline that will ensure that standards are maintained and that any breach of those standards will result in appropriate action being taken.

Examination Conditions

As soon as pupils enter the exam room they are under examination conditions. This means that they:

Must be silent, moving quietly to their seats and sitting silently in their seats facing forwards – this applies until the end of the exam even if they have finished;

Must obey instructions from the invigilators;

Must not attempt to communicate in any way with other candidates;

Must not do anything to distract other candidates from the exam;

Must have – in a clear (see through) pencil case – the pens, pencils, erasers and any instruments necessary to do the exam;

Must **not** have in their possession anything which will give them an unfair advantage during the exam i.e.:

- Personal TVs/stereos or any radio or electronic communication or storage devices including mobile phones, MP3 players, iPods, watches
- Notes, calculator cases/instruction leaflets, bags
- Calculators, dictionaries & spell checkers unless they are allowed in the exam or you have been given specific permission to use them during the exam.

Must only speak to an invigilator during the exam by:

- Raising their hand to attract attention
- Speaking only when the invigilator has come to their desk; and
- Speaking quietly to minimise disturbance to other candidates.

Expected Code of Behaviour

Pupils should:

Arrive at the exam room at least 10 minutes before the start of each examination

Leave their bag and any materials prohibited from the exam outside the exam room

If they arrive late, enter the exam room quietly and wait to be seated by the invigilator

Observe exam conditions as soon as they step inside the exam room

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Follow any instructions given by invigilators supervising the exam
Once they have finished, remain in silence facing the front and not fidgeting or otherwise causing a distraction to other pupils
Leave the exam room quietly once their script and all other papers have been collected and they have been given permission to do so. If other pupils are still working they should remain quiet whilst collecting their belongings to avoid disturbance to those other pupils.

Process for Dealing with Disruptive Behaviour and Cheating in Exams

1. Invigilators are required to maintain a log of all incidents which take place in the exam room, however minor. All instances where pupils fail to observe the expected code of behaviour, and the action taken, are to be logged as well as any pupil who leaves the exam room e.g. for a toilet break or who becomes unwell. The procedure will be as follows:
   For minor incidents e.g. tapping, not facing front, the pupil is to be given a gentle warning to indicate that the behaviour has been observed and noted.
   More serious incidents – where an invigilator judges there to be a more serious incident, e.g. deliberate attempt to cheat or disturb another candidate, the pupil is to be given a firm and final warning and the Examinations Officer is to be called to advise on further action. The candidate should be asked to remain at the end of the exam.
   If a mobile phone in the possession of a candidate rings, it should be switched off, removed from the candidate and the candidate should be asked to remain at the end of the exam.
   If a mobile phone handed into the invigilator rings, the relevant candidate should be asked to switch it off, and the candidate should be asked to remain at the end of the exam.
   Disruptive behaviour – if a pupil is causing disturbance and fails to stop after the invigilator's warning the Examinations Officer is to be called to the exam room. Where behaviour is affecting other pupils this will normally lead to the pupil being removed from the exam room and finishing the exam under the direct supervision of a senior member of staff.

2. There will be instances where a pupil is not being deliberately difficult but where other candidates are affected (e.g. coughing, hay fever etc.) and these should be dealt with sympathetically without recourse to disciplinary measures. It is, however, still necessary to minimise the disruption to others as soon as possible.

3. The exams office will monitor exam room logs and if a pattern of behaviour emerges from different exams, the Examinations Officer will take appropriate action in accordance with the guidelines outlined above.

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Follow-up Procedures after the Exam

Where a minor incident occurs, if appropriate, the pupil will be spoken to by an appropriate member of staff and a letter sent to parents.

Notification to Exam Boards and Possible Penalties

All instances of attempts to cheat (e.g. communicating with other pupils, taking a mobile phone into the exam room, bring in notes etc.) and disruptive behaviour will be reported to the Exam Board (as required by exam regulations).

Exam boards take such cases very seriously and, depending upon the severity of the case, have the power to issue a warning or to disqualify the pupil from the paper, the qualification or the entire series of exams.

Where an incident is to be reported to an exam board:

Relevant pupils will be interviewed and statements obtained (if the pupils wish to make a statement.

The Examinations Officer will notify parents by letter as soon as possible that a report is being made, and subsequently the outcome for the report.

The Examinations Officer will complete and send off malpractice report.

The Examinations Officer will advise parents by letter the exam board's decision.

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Appendix 3

Private Candidates – Policy and Terms

Private candidates are people who wish to enter external examinations through our centre but who are not on the school roll. This includes former pupils. The school will usually accept such candidates for subjects and exam boards we teach subject to the following conditions.

Timescales
The deadline for entries is set by the exam board. The initial information must be received by the Exams Officer in sufficient time to allow the entries to be made and any queries dealt with. All issues regarding an entry must be resolved by the exam board deadline otherwise any late fees will be payable by the candidate.

Costs
In addition to the exam fees an administrative charge for each candidate of £5.00 per entry is payable. This is to cover the use of Exams Officer's time in talking to you about the entries to be made and to cover the administration costs of making the entries, organising and running the exams. This also covers the costs of invigilation unless the inclusion of a private candidate in the exam means that we have to bring in an extra invigilator. (The regulations covering exams specify a maximum number of candidates per invigilator.) The admin fee does not include any other service and does not commit the school to doing anything but enter the candidate for the exams and run them.

If you decide to withdraw only the exam board fee will be refunded and only if the withdrawal is made before the exam board deadline for a refund expires.

Personal Details
The attached document indicates the personal details we need for each candidate. Please check any details and include any that are missing. Before the exam, the Exams Officer will also need to take a copy of some identification including a photograph (a passport would be ideal). This identification should be produced each time the candidate attends to take an exam.

Special Needs
Please advise the Examinations Officer as soon as possible if the candidate has any special needs which need to be addressed while he or she is taking the exam. It is the responsibility of the candidate to provide any evidence required to support such need, to make the application and provide the exam board's agreement to the Exams Officer. The Exams Officer will make any arrangements on the day and if any cost arises due to these arrangements, these will be payable by the candidate.

Exam Entry Details
The attached document also covers the exam entries to be made. The Exam Officer will help as much as possible but it is the responsibility of the candidate to advise for which exams (including the exam board and exam code numbers) entries are to be made.

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Results
Details about arrangements for collecting results will be posted on the school website. If you cannot attend at the specified times you can arrange for your results to be posted by leaving a stamped addressed envelope with the Exams Officer before the end of term. (If posted during the school holidays it will not be received until after the results days.) You may also arrange for someone else to collect results on your behalf but they must come with signed written authority from you and evidence of their identity.

Certificates
Certificates should normally be collected in person as they have to be signed for. They will be available in school after the end of October.

Payment
We ask for payment in advance.

Examination dates
We will ensure that full information about the dates and times of any examination is sent out in good time, along with instructions about where and when to report for the examinations.

It is the responsibility of a private candidate to attend at the appropriate time for the examinations. The examinations will start on time and will not be delayed until you arrive. We will not chase you on the day.

The school reserves the right to refuse to accept any person as a private candidate at our sole discretion. The school also reserves the right to refuse entry to the examination room or to the school, or to ask anyone to leave at any time at our sole discretion even if they have previously been accepted as a private candidate and their entry processed, if we feel it necessary.

The school may not accept any entries which would involve the school with coursework, portfolios, oral or practical exams or similar – a decision will be made on an individual basis.

The school will endeavour to pass on any relevant information, pre-release material and any other documents as quickly as possible.

Visiting the school
All visitors to the school even on exam days must report to the Reception and sign in as a visitor. Visitors must wear the visitor's badge during the visit and must be accompanied on school premises at all times. This applies even to former pupils.

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Cantonian High School 68718

Private Candidate Information Form

Please complete this form in block capitals except where signatures are required.

Legal surname: …….

Legal forename(s): ……

Name(s) by which you are normally known (if different from above):

……

Date of birth (dd/mm/yyyy): ……

Address: ……

…… Post code: ……....

Contact telephone number: …….

Email address: ……

Name of parent/carer (if the candidate is under 18: ……...

Have you taken examinations at Cantonian High School at any time? YES / NO

Do you have any mobility problems which might affect your exam location? YES / NO
(If so please give details separately)

Will you be applying for any Access Arrangements? YES / NO
(If so please give details separately)

I have read the enclosed leaflet and I understand and accept the conditions.

I enclose a cheque for £……. made payable to "Cantonian High School" to cover the fees for the entries listed overleaf.

Signed (candidate): …… Date ……...

Signed (Parent/carer if the candidate is under 18):

…… Date ……...

Name: …….

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Season for which you wish to make entries (please circle):

November Summer

Year in which you wish to be entered: ……

Examinations you wish to enter:

Board	Specification code	Specification name in full	Tier (e.g. F / H)	Paper number

Have you taken any of these subjects previously, or taken module papers which are part of these exams previously? If so please complete the section below:

Board	Specification code	Subject	Papers / modules taken	Date taken (month & year)	Centre where taken (Please give as full contact details as possible)

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For office use only Yes Date received
Personal data received
Entry details received
Payment received
ID received
Entry made

For further information please ring 029 2041 5250 and ask for the exams officer or email dcg@cantonian.cardiff.sch.uk

Appendix 4

Internal Coursework and Controlled Assessment Procedure

As part of the Internal Appeals Policy Assessments for external Qualification (IAP) pupils will have the right to question the process by which their coursework is marked. They will not be able to query the marks that they have been given only the procedure. Examples of incorrect procedure and therefore grounds for appeal would be:

Staff who have made judgements but do not possess appropriate subject knowledge or skills
Staff who have insufficient training
Inadequate internal moderation
Work assessed not in accordance with the specification
Deadlines not set or enforced

This procedure must be consistent across the department and all staff. To this end it is proposed that:

Pupils will be given full details of the specification and what is going to be assessed. This information is already available to pupils via the Examining Bodies website.
Once work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of and is not covered by the IAP. It is not necessary to inform pupils of their raw marks unless you wish to. However the more open we are the less the pupil will feel alienated by the process.
Final coursework deadlines will be in two parts

1. Hand in Date
2. Final Acceptance Date

The dates are to be set within the department/subject. Once these are set they must be communicated to the pupils and not changed. It is possible to set internal deadlines to monitor the work to suit the individual teacher.

If pupils fail to hand in the work by the hand in date then a Late Coursework /Controlled Assessment procedure will be instigated by the SAL. The pupils potentially at risk should be identified by the departmental procedures prior to the hand in date. It is proposed that:

Pupils' time will be managed – This will have no impact on teaching time i.e. they will not be taken out of other lessons to finish
Pupils who fail to meet the final acceptance date are then billed for the examination entry
Pupils who fail to meet the hand in date for medical reasons must produce a valid medical certificate

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The late coursework / Controlled Assessment procedure will not be seen as an easy option or that those pupils are given an advantage.

As part of the process, departments must make available to pupils the moderation process and who would be involved.

Homework time used for coursework must be recorded in the pupil's planner.

Pupil Guidelines

1. **All coursework deadlines are published and available to all**
2. **Deadlines are set and don't change for any reason**
3. **Handing in date – if you fail to hand in then a late coursework procedure is instigated with the SAL**
4. **You must be fully aware of specification requirements**
5. **Homework time used for coursework should be recorded in the pupil planner**

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Appendix 5

Policy regarding staff responsibilities for GCSE controlled assessment

Roles and Responsibilities

Senior Leadership Team

Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).

Map overall resource requirements for the year. As part of this resolve:

- Clashes/ problems over the timing or operation of controlled assessments
- Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

Ensure that all staff involved have a calendar of events.

Create, publish and update an internal appeals policy for controlled assessments.

Subject Area Leaders

Decide on the awarding body and specification for a particular GCSE.

Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.

Internally standardise the marking of all controlled assessments.

Ensure that individual teachers understand their responsibilities with regard to controlled assessment.

Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff

Understand and comply with the general guidelines contained in the JCQ publication *Instructions for Conducting Controlled Assessments*.

Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

Supply to the exams office details of all unit codes for controlled assessments.

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Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to pupils as the specification allows.
Ensure that pupils and supervising teachers sign authentication forms on completion of an assessment.
Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
Retain candidates' work securely between assessment sessions (if more than one).
Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

Exams Office Staff

Enter pupils for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
Enter pupils' 'cash-in' codes for the terminal exam series.
Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

Ensure access arrangements have been applied for.
Work with teaching staff to ensure requirements for support staff are met.

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Appendix 6

Internal Appeals Policy for External Qualifications

Cantonian High School policy is in two parts:

1. **Policy on Internal Assessments for External Qualifications**
2. **Policy on External Assessments for External Qualifications (Enquiries about Results)**

1. **Policy on Internal Assessments for External Qualifications "PIA"**

Cantonian High School is committed to ensuring that:

Internal assessments are conducted by members of the teaching staff who have the appropriate knowledge, understanding and skills and who have been trained in this area.

Assessment evidence provided by candidates is produced and authenticated according to the requirements of the Awarding Body for the subject concerned.

The consistency of internal assessment will be maintained by internal moderation and standardisation.

All pupil work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

Note to pupils

If a pupil has any concerns about the procedures used in assessing their internally assessed work for public exams i.e. controlled assessment/coursework/portfolios, s/he should discuss the matter with the Head of Department immediately. Following that, if the matter remains unresolved, the formal appeal procedure may be used by the pupil concerned.

The regulations for GCSE, GCE, Entry Level and Project Qualification Coursework Assignments and GCSE Controlled Assessments state that candidates must not:

submit work which is not their own;

lend work to other candidates or allow their work to be copied;

allow other candidates access to, or the use of, their own independently sourced material or assist others in the production of coursework; (this does not mean that candidates may not lend their books to one another, but candidates must not plagiarise others' research);

use any books, the internet or other sources without acknowledgement or attribution;

submit work word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the assessment) will be applied.

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Teachers have the right to reject a pupil's work on the grounds of malpractice if any of the above regulations are broken.

The pupil, parent or guardian of a pupil has the right to appeal against any decisions to reject a candidate's internally assessed work on the grounds of malpractice.

Written Appeals Procedure

The appeal is only concerned with the procedure not the actual marks or grades awarded to you. Examples of incorrect procedure and therefore grounds for appeal would be:

Staff who have made judgements but do not posess appropriate subject knowledge or skills
Staff who have insufficient training
Inadequate internal moderation
Work assessed not in accordance with the specification
Deadlines not set or enforced

1. Appeals should be made as soon as possible and must be made by the 1st June at the latest.

2. Appeals should be made in writing on the attached request form by the pupil, parent or carer of the pupil to the Examinations Officer in the first instance, who will investigate the appeal. The Examinations Officer will convene a panel with SAL and Head of Centre or LG Link for the subject – unless either was involved directly in the assessment.

3. The panel will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and the examination code of practice of the JCQ. This will be done by the date of the last externally assessed paper of the series e.g. end of June for the summer series.

4. You will be informed in writing of the outcome of the appeal, including:
   Any correspondence with the board with reference to your work
   Any changes made to the assessment of your work
   Any changes made to improve matters in future

5. If you are dissatisfied with the outcome of the appeal you may request a personal hearing. The hearing will take place no later than two weeks after the request had been made. A further panel will be convened and you will be allowed to be supported at the appeal by a parent/carer/friend.

6. The final outcome of the appeal will be made known to the Examination Manager and will be logged as a complaint under the complaints procedure. A written record of the appeal will be kept and made available to the awarding

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body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of and is not covered by this procedure. If you have concerns about it, please ask the Examinations Officer for a copy of the appeals procedure of the relevant examination board.

2. Policy on results appeals (enquiries about results (EARs)

Any pupil who wants to query a mark/grade awarded by an Awarding Body upon issue of results should follow the following procedure:

I. Contact the Examinations Officer **and** the subject teacher as soon as possible (but at least ***5 working days before the published deadline for EARs***) in person to discuss the mark/grade. The Examinations Officer will advise on the options available to query the mark/grade and the costs involved.

II. Pupils should be aware that EARs can result in marks/grades being raised, confirmed or lowered. Pupils must sign a consent form to confirm that they understand the consequence of an EAR. Consent forms will be issued by the Examinations Officer.

III. The subject teacher will review the pupil's marks/grades and discuss with the Head of Department to agree on the appropriate action taking into account the breakdown of marks, the grade boundaries and the pupil's predicted grades.

If the department agrees to support the EAR:

a. The request, together with the pupil's consent form, should be made to the Examinations Officer ***before the published deadline for EARs.*** The cost of the enquiry will be met by the departmental budget. If the EAR is successful, the fee will be refunded.

If the department does not agree to support the EAR:

b. The pupil may still proceed with the EAR but all costs involved will be paid by the pupil at the time the EAR is made. No EARs will be made until fees are paid. Requests must be made in person to the Examinations Officer ***before the published deadline for EARs***. If the enquiry is successful the fee will be refunded to the pupil.

Outcomes following EARs will be forwarded by the Examinations Officer to the department or pupil (as applicable) as soon as they have been received from the Awarding Bodies.

--This policy will be kept under review and revised as necessary—

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Request for Internal Appeals

All appeals must be logged with the Examination Manager no later than 1st June

Name	Subject
Candidate No	Module Name
	Module Code

Reason for appeal

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Continue on separate sheet if necessary

Appendix 7

Internal Verification Policy

1. What is internal verification?

Internal verification ensures that internally assessed units:

- Have assignment briefs that are fit for purpose
- Are assessed accurately to national standards against the unit criteria
- Utilise consistent assessment and grading across the programme

2. Guidance to Internal Verification

Internal verification is carried out at the school in line with the BTEC Centre Guide to Internal Verification:
https://qualifications.pearson.com/en/support/support-for-you/quality-nominees/btec-entry-level-3.html

Specific Sections from this guidance are replicated in this policy. A member of the school leadership team has the role of Quality Nominee and has the responsibility for the implementation of the internal verification policy.

3. Retention of Documents

Internal verification documentation, along with the assessment tracking documents are stored securely for a minimum of three years after the date of certification. Learner work is retained for 12 weeks after the date of certification.

4. Internal Verification Aims

Cantonian High School aims:

- To ensure there is an accredited lead internal verifier in each principal subject area
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity
- To ensure that the internal verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of internal verification decisions

In order to do this, Cantonian High School will ensure that:

- An internal verifier for each principal subject area is identified
- Each internal verifier oversees effective internal verification systems within each principal subject area
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained and supported
- Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, sites and teams is internally verified, to ensure centre programmes conform to national standards and standards verification requirements
- Secure records of all internal verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice

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5. Procedures

Staff briefing: all members of staff delivering, assessing or performing internal verification will receive regular briefing (at least once per year) on BTEC processes.

New members of staff will attend a briefing before drafting assessments, marking or internally verifying work.

Internal Verification schedules will be clearly indicated in the assessment plan set up by each Subject Area responsible for delivery of the BTEC qualifications in the school. Schedules will be drawn up and monitored through the year.

Internal verification of assignments must be carried out for each assignment before use to ensure that they are fit for purpose, and that any recommendations are actioned.

Internal verification of pupil work: this must be verified sufficiently to ensure the security of the standard. Each assessor must be sampled for each unit. The internal verifier must be satisfied that comparable standards are being applied across units, including for merit and distinction grades. The internal verifier will also take note of statistical information relating to the pass/merit/distinction rates of each marker. Assessors cannot internally verify their own work. Assessor feedback and support will be given by the Programme Leader, as appropriate. The process does not involve the pupil.

Internal verification records: will be correctly maintained in a secure place for 3 years after certification. The standard excel form will be used for this purpose. Standards verification: The Quality Nominee will be the initial point of contact for the Standards Verifier and will liaise with appropriate practitioners and internal verifiers, to ensure that the Standards Verifier (SV) is able to carry out their role.

The Standards Verifier will be provided with:

- The required samples of pupil work
- Assessment records for the pupil work sampled
- Assignment briefs for the units identified
- Internal verification records for the assignment briefs
- Internal verification records for pupil work

Should second sampling be required, Cantonian High School will submit the sample as required by the Standards Verifier within the timescale required. Should there be an unsuccessful outcome after the submission of a second sample, Cantonian High School will work with their Regional Quality Manager, to resolve outstanding issues. Standards verification outcomes will be monitored and reviewed according to the procedure set out in the internal quality assurance section of the Quality Assurance Handbook.

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Appendix 8

Registration and Certification Policy

This document sets out the conditions under which learners may register with the School and the registration and certification arrangements in place for all the qualifications and accredited programmes we run. The Policy applies to all learners.

Policy Statements

This policy is underpinned by several key principles:

Pupils of Cantonian High School must be **free from discrimination**.

Our pupils must be supported to enable them to achieve their potential while at School, in an environment which removes or minimises disadvantage, takes steps to meet their needs and which encourages participation. The wellbeing of our pupils is central so they feel good about themselves and respect others.

While at School our pupils will develop the **skills** they need to enable them to progress successfully throughout their lives.

A commitment to a **restorative approach** to ensure that we foster good relations by tackling prejudice and promoting understanding.

In order to fulfil its responsibilities under this policy, the School will:

Always follow the procedures outlined in the relevant awarding body.

Establish the roles and responsibilities of staff involved in the registration and certification procedures.

Train these staff appropriately.

Register individual learners to the correct programme or qualification within agreed timescales.

Register each learner within the awarding organisation requirements.

Make each learner aware of their registration status.

Keep up to date information on withdrawals, transfers or changes to learner details.

Claim valid learner certificates within agreed timescales.

Ensure that certificate claims are based solely on internally verified assessment records or examination data.

To ensure that accurate, up to date and auditable centre registration, achievement and certification records are maintained in accordance with examination board requirements.

Ensure personal data and records are processed and stored according to the rules of the Data Protection Act 1998

Keep all records safely and securely for the time period specified by the awarding body.

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Appendix 9

Cantonian High School
Ysgol Uwchradd Cantonian

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THE BEST FROM EACH
SUCCESS FOR ALL

Blended Learning Policy

December 2020

This policy was adopted by Governors 10 December 2020

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Introduction

Cantonian High School recognises the need for a flexible approach to teaching and learning which can be quickly adapted to rapidly changing circumstances.

Blended Learning – an integrated learning experience where face-to-face and online teaching complement each other – is a powerful tool for continuing to deliver education in uncertain times and as technology becomes more and more integrated into our daily lives, can give learners a more diverse and engaging experience.

Aims

1. To outline Cantonian High School's approach to blended learning
2. To ensure that blended learning delivery meets the guidelines set by any awarding organisations
3. To ensure that assessment methodology is valid and does not disadvantage any group or individual learners.

Common Language

Distance Learning – allows learning experiences to happen from just about anywhere and may or may not involve a digital device and internet connection. This supports the well-being of all learners, including a choice of learning opportunities for social, physical and emotional development, and tasks to promote their resilience. It allows individuals to learn when and where it is more convenient for them. Equitable distance learning does not have to mirror learning as it normally does in school.

Digital Learning – any instructional practice that effectively uses technology to strengthen a learner learning experience. Additionally, digital learning can be used for professional learning opportunities for teachers and to provide personalised learning experiences for learners.

Online Learning – education that takes place over the internet. It is one type of 'distance learning'.

Synchronous Learning – teaching where the teacher delivers online live lessons.

Asynchronous Learning – where teaching materials are provided and learners work through them in their own time. This could include a variety of media, including audio and video clips.

Distance Assessment – allows assessment to be carried out remotely so learners can still be assessed when traditional methods are unfeasible.

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What is Blended Learning?

'Blended Learning' is a mix of face-to-face teaching, asynchronous learning and synchronous learning. The face-to-face delivery that takes places should complement the other aspects by using the strengths from each mode of delivery. Within the context of Cantonian, it is understood that the majority of learning will be undertaken through face-to-face and asynchronous learning. Live lessons could be undertaken with whole classes when year groups are isolating. For the purpose of simplicity and so that learners understand the difference in concepts, any learning done in school will be referred to as face-to-face and any learning that is expected to be done at home will be referred to as distance learning.

Planning for 'Blended Learning'

Blended Learning should:

- Ensure continued and effective educational provision for ALL learners, providing a broad and balanced curriculum
- Exploit the benefits of each type of learning, face-to-face or distance learning, taking into account the best place to deliver direct instruction and feedback
- Make best use of face-to-face teacher time
- Develop resources to suit different ages groups with different approaches to suit different subjects and areas
- Take into account our school context and any barriers faced by learners

When planning, the following strategic questions will be considered:

- What is the role of the teacher?
- How do learners receive feedback?
- What opportunities are there for groups of learners to be supported with specific tasks?
- Do learners (and their parents or carers) know how to access support and when teachers are available to provide it?

School-Based Face-to-Face Lessons

Face-to-face lessons are 'learning springboards' where the most difficult or important knowledge and skills are delivered, then reinforced, consolidated and tested in followed-on distance lessons. Lessons are structured to follow our usual process of Connect and Engage, Explain and Model, Process and Demonstrate, and Review and Improve phases. Th is method of teaching is consistently applied and will be built into distance learning lessons.

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Distance Learning Lessons

Distance learning lessons will be planned carefully to support, enhance and reinforce the core learning in school-based face-to-face lessons. Pupils will have a clear module overview so that they understand where the face-to-face learning and distance learning lessons sit and lessons will be structured to follow our usual process.

Live Video Lessons

Live video lessons maybe used to support pupils if whole classes are off in order to allow them to ask questions to support their learning. The following principles will be adhered to:

- The school will provide training to any member of staff who wishes to engage with live lessons
- All live lessons will only be carried out on a school device and through Microsoft Teams
- Any live lessons will be agreed with Subject Area Leaders and the Senior Leadership Team
- For safeguarding reasons, any live stream lessons will be recorded. A recording of a lesson will not be shared with other staff. As livestream constitutes personal data, parents/carers must give written consent that their child can partake
- The school will establish live learning protocols, which is designed to confirm the roles and responsibilities of all parties concerned

Distance Assessment

Distance assessment may be carried out when traditional methods are unfeasible. In each case, the school will ensure:

- We have policies, processes and structures that reflect the blended learning and distance assessment models of assessment
- Teaching/delivery staff are timetabled to support blended learning when learners are working remotely
- We have a process to manage feedback on assignments, and questions are constructively supported, and feedback is provided in a timely manner, if not in the classroom environment
- The setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear where possible
- We have provided staff training and implemented measures to prevent and detect any instances of malpractice which may arise due to the different delivery/assessment methods chosen
- When learners submit work, we can provide evidence to ensure that the work is authentic and has been completed by the learner
- Learners are fully aware of the need to ensure they avoid any forms of malpractice (for example plagiarism) and the consequences should they commit it.

Where distance assessment is not possible, the school will consult awarding organisations for advice.

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Review

This policy will be reviewed on an annual basis, or earlier as situations arise and evolve.

Agreed by Headteacher:

Agreed by Chair of Governors:

Date of Issue: Autumn 2020

Date for Review: Autumn 2021

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